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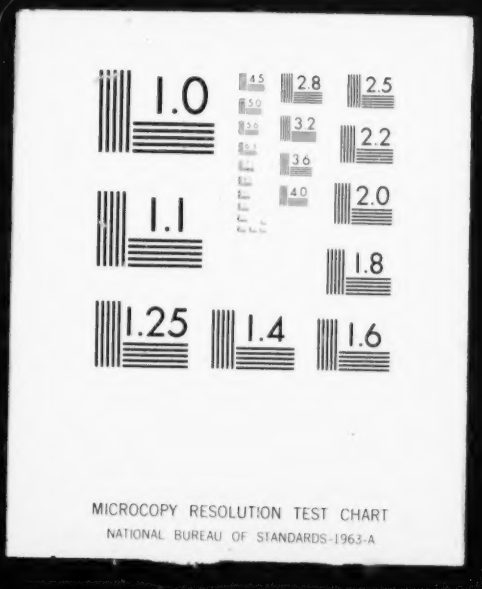

DOCUMENT RESUME

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ABSTRACT

This report of the 1972 Distinguished Achievement Award Entry from the University of Wisconsin describes the Children's Motor Development Program which is designed to give student teachers experience in elementary physical education methods through volunteer laboratory training. After a review of the development of the program, the following opportunities which the program provided are listed: (a) the study of gross motor patterns, motor development levels, fine motor skills, and perceptual motor development of preschool children; (b) the design of individual programs to improve developmental progress of the child; and (c) the improvement of the child's motor skills, knowledge of himself, and adjustment to the school's environment are discussed. The relationship of this program to other university and community programs is stressed. (BRB)

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PRE-STUDENT TEACHING LABORATORY EXPERIENCES FOR STUDENTS MAJORING IN PHYSICAL EDUCATION AND IN ELEMENTARY EDUCATION

THE CHILDREN'S MOTOR DEVELOPMENT PROGRAM

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION
THE UNIVERSITY OF WISCONSIN
STEVENS POINT, WISCONSIN

Dr. Lee Sherman Dreyfus
President

College of Professional Studies
Dr. Arthur L. Fritschel
Dean

Project Administrator
Miss Marjorie J. Spring, Director

November 17, 1971

SP 006 213

WISCONSIN STATE UNIVERSITY
HEALTH, PHYSICAL EDUCATION AND RECREATION
STEVENS POINT, WISCONSIN 54481

November 17, 1971

Distinguished Achievement Awards Program
American Association of Colleges for Teacher Education
One Dupont Circle
Washington, D. C. 20036

Gentlemen:

Attached please find our entry for the AACTE, 1972 Distinguished Achievement Awards Program for excellence in teacher education. The University of Wisconsin-Stevens Point is both proud and pleased to participate in this program.

Included with the presentation are the summary statement and the detailed description of the development of the program, the purposes, the facilities and equipment involved, the personnel, conduct of the program and its relationship to other programs and services.

If any other information is desired, please feel free to contact us. We will be more than happy to share the details of this most valuable pre-student teaching laboratory experience with persons from other institutions who may desire them.

Respectfully submitted,

Mr. Eugene N. Brodhagen, Chairman
Health, Physical Education and Recreation Department

Dr. Alice Clawson
Director, Women's Programs

EB:AC:dr
Enclosure

Historical Development of the Program

In the fall of 1965, a local eye specialist from Stevens Point, Wisconsin, approached a member of the staff of the Department of Health, Physical Education and Recreation concerning a young patient of his. He believed the girl's visual problem could be helped by a specific program of physical education activity designed to improve her motor patterns. The faculty member, Miss Marjorie J. Spring, agreed to undertake the task and began a motor development with that young girl that lasted for a period of four years.

The girl, who previously had been diagnosed by experts at a reputable diagnostic center as "hopeless", now attends the local senior high school and leads a fairly normal existence. Her diagnosis has been changed from "hopeless" to "nearly normal" and she now lives at home with her family leading as normal a life as they can support for her.

In the meantime, other children with apparent motor and/or perception difficulties were referred to this physical education staff member, and she provided programs of assistance and development for them, as needs arose. Children began being referred to her from staff members in the University's School of Communicative Disorders, the Campus Laboratory School's Pre-School Program, and various child-care institutions in the community.

As the number of requests for assistance to children grew, the staff member in charge of the program increased her own knowledge and ability in handling such problems. She worked very closely with staff members in related areas on the campus and together they prepared work programs for the individual children.

The Children's Motor Development Program has since evolved into a program of gross motor and perceptual-motor pattern development for children, both those classified as "normal", and those as having some problem in this area. Children with severe difficulties are enrolled in other programs sponsored by the University, except in unusual circumstances when this program seems to be the best one for the child.

During this same period of time--approximately three years--the growing importance of the need for pre-student teaching laboratory experiences was becoming evident. The growing demand for help to some of the local children and the necessity for providing meaningful laboratory experiences for the University students majoring in both elementary education and in physical education provided a nearly ideal situtation. The present director of the program began, at that time, to provide the beginnings of the Children's Motor Development Program as it exists today. The first semester that it was established on an organized basis, eighteen children were in attendance. Today, in its fourth year, seventy-eight children are enrolled. It seems apparent that, with more facilities and time available, the program conceivably could enroll many more children.

Purposes of the Program

Recognizing the necessity for extensive pre-student teaching laboratory experiences for University students in the fields of physical education and elementary school education, the Children's Motor Development Program was established with these purposes in mind:

1. To provide opportunities for students to study gross motor patterns, motor development levels, fine motor skills and perceptual motor development of pre-school children.
2. To provide an opportunity for students to make practical application of techniques and knowledges learned in related class experiences.
3. To provide the opportunity for students to observe and analyze body movements and alignments, and relate these analyses to the developmental progress of the child. The student then learns to design individual programs to improve areas of concern and meet the individual child's needs.
4. To provide an opportunity for children in the community to have perceptual-motor experiences designed to improve their motor skills in various ways.
5. To provide opportunity for the children to gain a better understanding of themselves through specific perceptual-motor experiences.
6. To provide opportunity for children to mature socially in a school environment.

Facilities and Equipment

The Department of Health, Physical Education and Recreation makes several of its teaching areas available to the Director of the Children's Motor Development Program for the conduct of the "classes" two hours per week. A description of each area and the equipment and type of work done in the area are delineated below.

Gymnasium

A large, double-size gymnasium with a dividing curtain and a wood floor serves as one of the gross-motor development areas. The teachers may keep the room as one large area or may close the curtain to provide two smaller ones if the days activities require this.

In this space, teachers may utilize equipment in/on which the children progress from place to place, or where the equipment moves great distances. It is a place where running is quite appropriate and often quite necessary, where children may move about freely with little danger of collision and where balls may be thrown or rolled for controlled distance.

Apparatus Gymnasium

This room provides a large area which contains the traditional gymnastic-type apparatus such as balance beams, vaulting pieces, trampolines and climbing ropes. In addition, small sized trampolines called "mini-tramps" and beat boards are combined with crash pads to provide much jumping, rolling and body control in recovery from falls and jumps. This room provides climbing experiences on ropes, ladders and stall bars.

Here the children work on dynamic and static balance, visual perception activities, directionality, laterality, body image and identification of body parts.

Adaptives Laboratory

This room is approximately fifty feet by fifty feet and most of the floor is covered with a thick wrestling mat. The bottom half of two walls is padded. General adaptive equipment in this room includes a treadmill, an ergometer, stall bars, various pieces of weight and exercise equipment and rhythm bag mounts. In addition, many specially designed pieces of equipment are contained here. These include balance and climbing apparatus scaled down to forestall fears of high places and of out-sized equipment. Cage balls, yarn balls, bean bags, hoops of various styles and sizes, small balance boards, target boards and other small items abound in this room.

Classroom

A typical class lecture room with blackboard and student arm chairs contains various pieces of equipment utilized to elicit motor response to visual and auditory stimuli. Metrenomes, bells and whistles are used primarily to this end. This is the area in which children work on form concept, figures and letters, figure-ground, mid-line problems and depth perception. Many and varied types of apparatus are available here for these purposes, such as form and color matching puzzles made of carpeting, magnetic letter and number boards and chalk board games and many others.

Personnel

The Director of the Children's Motor Development Program is Miss Marjorie J. Spring, Associate Professor of Health, Physical Education and Recreation. She has taught for a total of twenty-two years at all levels, the last seven of which have been at this University. She is known throughout the Midwest as an authority in elementary school physical education. She expects to receive the Doctor of Philosophy degree from the Texas Woman's University, Denton, Texas, in December, 1971. Her dissertation centered around kindergarten children and the climate in which they are expected to learn. Her Master's thesis was concerned with tumbling and apparatus for children in the first grade. Currently, she teaches all of this University's courses in elementary school physical education methodology.

University student personnel includes students in the elementary school physical education methods courses required of both elementary school and physical education majors. In addition, students from the Adapted Physical Education class work in this program with children who may have special problems.

The children who participate in the program come from the pre-school program at the University Laboratory School and from the general community. Interested parents enroll their children in the program each semester.

The Conduct of the Program

At the beginning of each new University semester, the instructor of the elementary school physical education methods classes assigns certain students to work in the Children's Motor Development Program as their out-of-class laboratory experience. This usually becomes more volunteer service than assignment as it is a part of these classes to which the majority of the students look forward. The students and their instructor then spend a period of approximately three weeks in preparing for the children's arrival. This involves detailed study of the initial tests to be administered to the children, the manner in which the individual programs will be designed and considerable work in the use of the various pieces of equipment in this developmental kind of a program. It also includes the beginning of a detailed study of children and how they learn. The students pursue this topic throughout the entire semester during their regular class sessions, as well as studying physical education and its importance to young children.

Each University student participant is assigned one child for the semester and serves as that child's teacher each of the two one-hour class periods held each week. The children are brought to the main lobby of the fieldhouse at 1:30 PM every Tuesday and Thursday where they are met personally by their respective teachers and conducted to one of the four areas for activity.

An attempt is made to have each child work in all of the four areas during the course of a week but special emphasis

and additional time are provided in the areas in which the child has exhibited weakness of some type.

The Director of the Children's Motor Development Program constantly circulates from room to room during the one-hour period to answer questions, make suggestions, consult with parents and/or visitors who may be present and in general supervise the proper conduct of all phases of the program.

The children are returned to their parents or classroom teachers at 2:30 PM when the program concludes for the day. Each University student remains with the child until he/she is called for.

Evaluation sessions between the Director and students are frequent. Weekly general sessions are held for the discussion of any problems which may have arisen, programs which may need to be pursued and the general progress of the individual children. Individual conferences are arranged for the discussion of any situations of a confidential nature. Each student keeps a daily log on the child with whom he/she is working in order to facilitate discussion and the evaluation process. At the conclusion of the semester, final tests are administered to the children and progress reports are submitted to the Director who, in turn, makes them available to the parents if they desire them.

Relationship to Other Programs and Services

One of the concommitant values of a program such as this lies in the fact that other University and community programs may utilize both its personnel and its facilities to accomplish their program goals. Examples of this are provided when one notes that students and children in the Deaf and Special Education programs and the Communicative Disorders Clinic have been referred to Miss Spring for their inclusion as both teachers and subjects. These two disciplines especially have requested that some of the children with whom they work might participate in the Motor Development Program as an enhancement to their work in other special fields.

Public school personnel in elementary school physical education have made several requests to have certain students with specific problems included in the Motor Development Program. In addition, many of the public school teachers have come to observe the program, take notes, and learn from the program in action.